

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Mount St. Mary's College

Professional Services Division

April 10, 2002

Overview of this Report

This agenda item includes the findings of the March 24-27, 2002, Accreditation Team visit conducted at Mount St. Mary's College. This visit was the first accreditation visit conducted using SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple Subject and Single Subject Credentials. Additionally, the visit was conducted prior to submission of program proposals for review by the SB 2042 Panel and the Panel's initial accreditation recommendation to the Committee on Accreditation. The report of the team presents the findings based upon reading the Institutional Self-Study Report, program documents, advisement materials, the university catalog and interviewing candidates, graduates, full- and part-time faculty, university staff, coordinators, institutional administrators, K-12 site supervisors, teachers and administrators, and additional documentation requested from institutional administrators while on site. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendation

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Mount St. Mary's College and all of its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Preliminary Multiple Subject Credential
- Preliminary Single Subject Credential
- Education Specialist Credential – Preliminary Level I and Professional Level II
Mild/Moderate
- Administrative Services Credential
Preliminary

- (2) Staff recommends that:

- The institution's responses to the preconditions be accepted.

- Mount St. Mary's College be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Mount St. Mary's College be placed on the schedule of accreditation visits for the 2007-2008 academic year.

Background

Founded in 1925 by the Sisters of St. Joseph of Carondelet, Mount St. Mary's College offers associate, baccalaureate, and graduate degree programs in the arts, sciences and selected professions. Baccalaureate programs are offered at the Chalon Campus in West Los Angeles. Associate, graduate and education programs are offered at the Doheny Campus on the historic Doheny estate near downtown Los Angeles. Today, Mount St. Mary's is the only Catholic women's college west of the Mississippi.

Education students at Mount St. Mary's College explore a world of ideas while immersed in a richly diverse, close-knit community that supports and inspires them to discover their place in a world of challenge and opportunity. Mount students are encouraged to understand themselves as leaders with the responsibility to the common good and to view their professional lives as a means of service to others. These goals are reflected in the 2002-2006 Mount St. Mary's College Mission Statement:

"Mount St. Mary's College offers a dynamic learning experience in the liberal arts and sciences to a diverse student body. As a Catholic college primarily for women, we are dedicated to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world."

The college serves approximately 2,000 students with enrollment statistics that closely reflect the ethnic composition of Los Angeles: 9% African American, 21% Asian American/Pacific Islander, 42% Hispanic, and 21% White. The college leadership has responded to the diversity of the student body by opening the campus to multicultural perspectives; in curriculum, in pedagogy, and in the college culture. Through faculty and staff development initiatives, the college community identified multicultural awareness as a key component of a Mount education, defined standards for diversity courses, and put in place a diversity requirement for graduation. An awareness of diverse perspectives pervades the campus, and a predisposition toward inclusion underlies curricular and co-curricular programs, activities and events.

Mount St. Mary's College takes great pride in its more than 12,000 graduates who have become citizen-leaders in their churches, neighborhoods, professions, and families. Carrying on the commitment to compassion, involvement, and justice which are at the heart of the mission, graduates testify to the ideals of the college through their lives of generous service to their communities and to the world.

The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. The institution believes a professionally fluent educator:

- Articulates research-based pedagogical beliefs and curricular principles and translates them into practice.
- Responds to diversity with openness, sensitivity, and a commitment to equity.
- Supports the healthy development of children and youth in a caring and just environment.
- Envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection.

The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth.

The Education Department serves both undergraduate and graduate candidates who are preparing to become teachers and school administrators. Undergraduates major in Liberal Studies or an academic discipline and also complete a teacher preparation program, graduating with a B.A. or B.S. degree and a preliminary Multiple Subject, Single Subject or Education Specialist: Mild/Moderate Disabilities teaching credential.

Credential programs for graduate candidates at the Mount include Preliminary Multiple Subject, Preliminary Single Subject, Preliminary Education Specialist: Mild/Moderate Disabilities and Preliminary Administrative Services. A Professional Education Specialist: Mild/Moderate Disabilities teacher preparation program is also offered.

All credential preparation program courses and services are offered at the Doheny Campus, originally an estate of private Victorian homes, which affords easy access to neighboring USC and downtown Los Angeles. Courses are offered in the late afternoon/evening and typically meet one evening a week for three hours. Beginning fall 2001 a new weekend format was introduced for Multiple and Single Subject candidates.

The Doheny Campus is also the home of the Center for Cultural Fluency. Center resources support teacher and student exploration of the diverse communities of Los Angeles. The collection includes materials about the ancestors and American cultures of African, Asian, Jewish, Latino and Native American peoples. The Center's library of multicultural resources for K-12 classrooms is open to all Los Angeles area teachers from private and public schools. Additionally, the Center offers a continuing series of Professional Development Forums and Institutes for teachers that explore the experiences of the various cultural groups. These activities are funded by the Arco Foundation and offered at no charge to participants.

Preparation for the Accreditation Visit

The Commission staff Consultant, Marilyn Fairgood, was assigned to the institution in Spring 2001 and met with institutional leadership on May 7, 2001. In September 2001, Mary Vixie

Sandy, Director, Professional Services Division, notified the institution of implementation of the Reading Standard Study and informed the institution that a reading expert would be added to the team to conduct the reading study during the accreditation visit. In fall 2001, Mount St. Mary's College became an early adopter in implementing SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple Subject and Single Subject Credentials. On January 9, 2002 an additional consultant staff meeting with program directors and institutional administration was held. These meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, logistical and organizational arrangements. In addition, telephone and email communication was maintained between the staff Consultant and institutional representatives. The Team Leader, Athena Waite, was selected in November 2001. Ms. Waite had the opportunity to meet with institutional administration during the January 9, 2002 meeting.

Preparation of the Institutional Self-Study

The institutional self-study was prepared beginning with a response to the Common Standards. The institution's decision to use the new SB 2042 Standards for its Multiple Subject and Single Subject Credential programs proved a challenge to those preparing the report. The institution presented the SB 2042 documents as a transition plan, relying on the effectiveness of their existing CLAD Emphasis and BCLAD Emphasis programs to provide evidence in meeting the elements of the standards. The institution decided to use option one (California Program Standards) in the *Accreditation Framework* for the Education Specialist and Administrative Services credential programs.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Chair of the Education Department, institutional administration, the team leader and the Commission Consultant. It was agreed that there would be a team of eight consisting of a Team Leader, one member for the Commons Standards Cluster, three members for the Basic Credential Cluster and two members for the Advanced Credential Cluster (Education Specialist and Administrative Services). Because the institution was part of the implementation of the Reading Standard Study, a reading expert was also selected as a team member. The team's reading expert served as a fourth member of the Basic Credential Cluster and participated fully in fact-finding, sharing of evidence gathered and the accreditation recommendation made by the team. The Commission Consultant and Accreditation Administrator selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework*.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the institutional self-study reports and information from Commission staff on how to prepare for the visit. The COA Team Leader and members examined the institution's responses to the Common Standards and the Program Standards.

Approximately two weeks prior to the visit the Team Leader e-mailed each Basic Credential Cluster member with a strategy intended to facilitate the SB 2042 review process. The Team

Leader emphasized the fact that cluster members were required to judge each standard at the element level and encouraged them to develop key questions and ways to check documents for consistency and support.

The on-site phase of the visit review began on Sunday, March 24, 2002, with the team, including the Team Leader. The team members arrived on Sunday afternoon for a full-team orientation to accreditation activities, training on SB 2042 Standards and the Reading Study. Written protocols, developed by the Professional Services Division Accreditation Administrator, for spring accreditation visits was distributed. The Reading Study, SB 2042 Decision Options for findings on the standards and the interview schedule were also discussed. During the orientation it became evident that all team members had thoroughly read each self-study document and had developed a list of questions related to the standards. The orientation and training was followed by a reception sponsored by Mount St. Mary's College. An institutional overview was presented by the President, provost, and program directors and coordinators at that time.

On Monday and Tuesday, March 25 and 26, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities as well as to the Chalon Campus. Lunch and dinner on Monday and Tuesday were spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday afternoon the team leader, cluster leaders and reading expert met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Institutional personnel provided additional materials arising from concerns voiced during the mid-visit status report. Tuesday evening and Wednesday morning were set aside for writing of the team report. There was extensive consultation among the team members with sharing of information, particularly with the Commons Standards Cluster. During those sessions cluster members met to share their findings and reported out to the entire team.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework* and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team used the decision options of "Meets the Standard," "Meets the Standard Minimally" with either Quantitative or Qualitative concerns or "Does Not Meet the Standard". The team then wrote specific narrative comments about each standard, provided a finding or rationale for its decision, and then outlined perceived Strengths or Concerns relative to the standard.

For the Multiple Subject and Single Subject program areas, the team judged each standard at the element level and then prepared a narrative report about the program standards using the Decision Options for SB 2042 Standards approved by the Committee on Accreditation in January 2002. Those options are "Meets the Standard," "Meets the Standard with Concerns," and "Does Not Meet The Standard." Because the Reading Study was a part of the accreditation visit specific comments related to Multiple and Single Subject Program Standards 7A and 7B are included in the narrative although all program standards were met.

For all other program areas, and pursuant to the *Accreditation Framework* and the *Accreditation Handbook*, the team prepared a narrative report about the program standards which pointed out any standards that were not met or met minimally including a rationale for their findings. The team included specific Strengths and Concerns related to each program area.

The team included some “Professional Comments” at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.

An additional written product resulting from the Reading Standard Study is to be presented to the Reading Study Technical Advisors Panel. The report presents findings on each element of Standard 7A and 7B. During the Accreditation Team’s concluding activities the report was presented to the Chair of the Education Department and then shared with other institutional faculty and staff.

Accreditation Decisions by the Team

After the accreditation report was drafted, the team met Wednesday morning for final review of the report and a decision about the results of the visit. The team discussed each Common Standard and each Program Standard and decided on the basis of interviews and program documents that all Common Standards and all Program Standards were fully met.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that several standards in both Common and Program sections were worthy of being noted as areas of strength. The team then decided on an accreditation decision for the institution. The options were: “Accreditation,” “Accreditation with Technical Stipulations,” “Accreditation with Substantive Stipulations,” “Accreditation with Probationary Stipulations,” or “Denial of Accreditation.” After thorough discussion, the team decided to unanimously recommend the status of “**Accreditation.**”

Basic Credential Cluster SB 2042 Experience and Reflections

In light of the changes in the Standards related to SB 2042 and the accreditation visit to Mount St. Mary’s College for review of the Multiple Subject and Single Subject Credential programs prior to the institution’s self-study document being reviewed by the SB 2042 Panel, the team had the following reflections.

Evaluating the “proposed” program in light of the actual program in place proved challenging. It required the team to determine the integrity of the existing program under “old” standards, determine what elements of transitional planning had been implemented and, based on planning documents and minimal piloted elements, make assumptions that the institution would implement the plans with the same integrity with which they had fulfilled previous standards.

Determination of how an “element” had been met often relied on the subjective assessment of the presence of strategies to address the element, and then a determination if the evidence was “sufficient” to judge the element as being met. Due to the narrow scope of some elements, the

team often found itself searching for the proverbial “needle in a haystack” while other elements were easily addressed.

The first day the team operated under a sense of “tension” as the team faced the question of how could the team judge a proposed program based on old information with projected information with integrity? By the end of the first day, however, the tension was somewhat relieved in that the team found substantive support under the old standards which sufficiently addressed elements of the new proposed program.

By the end of the second day the team found that the institution had fully addressed each element of the standards. During the accreditation team’s concluding activities the Team Leader and Basic Credential Cluster Leader commended the institution on its success in addressing each element of the Standards for its Multiple Subject and Single Subject credential programs. Following the concluding activities, all Basic Credential Cluster members expressed their appreciation of the opportunity to serve on the first SB 2042 Accreditation Visit and described the visit as a valuable contribution to the improvement of teacher education.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM REPORT**

Institution: Mount St. Mary's College

Dates of Visit: March 24-27, 2002

Accreditation Team

Recommendation: Accreditation

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. Each Common Standard was a unanimous vote indicating that the standard was met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification).

The accreditation team findings on standards for the Multiple Subject and Single Subject credential programs were based upon the SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the Commission in September 2001 using the Decisions Options for findings on the standards approved by the Committee on Accreditation in January 2002.

Findings on standards for the Education Specialist and Administrative Services credential programs were based on current professional preparation program standards.

Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas.

3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards were met and all Program Standards were met. There were consistent reports from employers that graduates are well prepared, competent, and effective in their classrooms and schools. Mount St. Mary's College is especially committed to schools in the inner city and to meeting the needs of diverse students from many cultural backgrounds. This is reflected in all of the college's programs. The team concluded that all credential programs were strong, effective and of high quality. An often voiced sentiment from multiple perspectives was the commitment of faculty to personalized attention for each candidate. The team unanimously decided that the evidence clearly supported the accreditation recommendation.

Team Leader: **Athena Waite**
University of California, Riverside

Common Standards Cluster:
Jo Birdsell, Cluster Leader
Point Loma Nazarene University

Basic Credential Cluster:

Marilyn Vaughn, Cluster Leader
Bethany College

Charles Weber
Acton Aqua Dulce Unified School District

Joyce Abrams
Chula Vista Elementary School District

Lucy Levine
Los Angeles Unified School District

Advanced Credential Cluster :

Gary Hoban, Cluster Leader
National University

Nancy Tatum
California Department of Education

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Program/Faculty Evaluations
On-line Instructional Materials

INTERVIEWS CONDUCTED

	Team Leader	Commons Cluster	Basic Cluster	Ed Specialist Level I and II M/M	Prelim Admin Services	TOTALS
Program Faculty	4	7	16	8	5	40
Institutional Administration	7	4				11
Candidates	9	1	105	21	15	151
Graduates		6	40	4	10	60
Employers of Graduates			2	2	7	11
Supervising Practitioners	2		26	4	10	42
Advisors	3		1	3	2	9
School Administrators	2		4	6	9	21
Credential Analyst		1	5	2	1	9
Advisory Committee				2	5	7
Chair/ Program Coordinators	4		1			5
Chief Financial Officer	1					1
Graduate Recruiter		1				1
Teacher Center Liaison			1			1
Librarian/ Curator Cultural Fluency Center	1					1

GRAND TOTAL

370

Common Standards

Standard 1 - Education Leadership

Standard Met

Leadership from the campus and within the department of education is strong. The President's inaugural address in October of 2000 emphasized Mount St. Mary College's commitment to preparing professional educators. The President takes an active role in the Department of Education. She noted that she divides her time between the Doheny and Chalon campuses. The President explained that her administrative assistant joins her at each location and phone calls are routed to the appropriate office. Other cabinet members interviewed said that they have an office at each location as well. The Strategic Plan describes the commitment faculty, staff and administration have for excellence in education. The strategic plan provides focus for decision making and is a living document that guides Mount St. Mary's College in fulfilling its goal of preparing teachers and other educators. Faculty and administration often referred to the goals of the plan. Employers report that the credential programs are preparing teacher leaders. A shared passion and commitment to their mission reveals itself in the way faculty share leadership responsibilities in the department—several faculty have been chair of the department. The President and Provost noted that education department faculty members are valued by the college and their liberal arts colleagues. Resolution of needs and representation of the interests of each program are met in formal ways as noted by minutes of meetings and in informal conversations as evidenced through interviews.

Strengths

There is considerable leadership strength evident in the Department of Education. Several program directors have also served as chair of the department. This shared expertise keeps the faculty current in a variety of topics of concern regarding the preparation of professional educators. This shared leadership enables the faculty to represent their interests both on and off campus in a variety of ways and to multiple stakeholders.

Concerns

None noted.

Standard 2 - Resources

Standard Met

Sufficient resources are consistently allocated for the effective operation of the credential programs. The Chair of Education prepares the budget that includes personnel needs and program support items. The Provost reviews the budget with the Chair and approves it. There is flexibility in the budget cycle to supplement needs identified by the Chair. Faculty and administration understand that more could be accomplished with faculty who do not have other professional obligations and are planning accordingly. They will hire additional faculty where needed to support growing and changing programs. Faculty have offices and support staff to assist them with program development and coordination. A library is dedicated to graduate education. Technology acquisition as well as faculty development for the use of technology have been provided and support is ongoing. All students are provided free e-mail accounts, professors utilize on-line instructional materials in Blackboard and there is an Office of Information Technology to provide individual as well as department assistance. The Provost reported that the college also supports funding for department retreats and other funds for individual professional development. Interviews with the Provost clearly established the commitment to existing programs and the transition to SB 2042 standards. Resources provided

for the SB 2042 transition include funds for stipends to hire single subject coaches to work alongside education department faculty in content delivery.

Strengths

A unique asset is the Center for Cultural Fluency. This center provides resources and programs related to cultural awareness and understanding. The Center was established through the vision and efforts of the department of education. Original funding was provided through multiple grants but the Center continues to operate with support from Mount St. Mary's College. By design, the Center addresses five cultural groups that reflect the population of Los Angeles.

Concerns

None noted.

Standard 3 - Faculty

Standard Met

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. The department chair and others expressed a commitment to increasing the diversity of the faculty and described the education department's participation in an Irvine Grant to meet this goal. Course evaluation is ongoing and systematic and used by faculty to improve their teaching. Teaching is the focus of Mount St. Mary's College for all faculty. The consideration of quality of classroom instruction is a key factor in promotion and tenure decisions. The President and Provost confirm that education department faculty are seen as leaders in pedagogy and are asked to share their expertise with the liberal arts undergraduate faculty.

Strengths

None noted.

Concerns

None noted.

Standard 4 - Evaluation

Standard Met

The institution involves program participants, graduates and local practitioners in evaluation of the quality of courses and field experiences. This is evidenced by program documents and interviews. Evaluation information is collected from a variety of sources. This was documented by advisory council minutes and interviews, cooperating teachers reports and interviews and candidate course evaluations and interviews. Collected information leads to program improvement. An example of program improvement based upon the collected data is establishment of Teacher Centers to provide field experience candidates with good instructional models and strong curriculum design. Other examples of program improvement include increased orientation for cooperating teachers regarding lesson plan design and more detailed expectations of and for student teachers. Input from local schools and districts has been particularly strong as Mount St. Mary's College prepared their SB 2042 document and plan their transition activities for implementation of the programs once approved. This is reflected in Advisory meeting minutes and interviews with K-12 educators.

Strengths

Active Advisory Committee members identified areas in which they have helped to shape change over a period of years. Currently they are engaged in problem solving the complexities in melding all graduate education programs as SB 2042 affect them.

Concerns

None noted.

Standard 5 - Admissions**Standard Met**

Each credential program admits candidates on the basis of well-defined admission criteria and procedures that utilize multiple measures. Criteria include overall GPA, letters of recommendation and an admission interview. Admission requirements are published and shared in informational brochures, catalogs, and other handouts. In addition, candidates and alumni shared that they were very well informed of program requirements and admissions throughout the program. A process is identified that details how students whose GPA may be low can apply to the program and under what conditions they can continue in the program. The dedication to admitting students of diverse populations is evident in the College's demographics. Two recruiters reach out to all populations and facilitate application. In addition, the design and implementation of a weekend format of education courses reaches out to those students who are working during the week, but want to realize their dreams of a credential. High academic standards are communicated beginning with the personal meeting that prospective candidates have with program directors where admission requirements are reviewed. Candidates may begin coursework as they complete the admissions process. Many candidates noted this as a positive and a factor in their decision to become Mount St. Mary's College students.

Strengths

Candidates who were interviewed were highly complimentary about the personal attention they received beginning with the admission process. They were very clear about expectations and deadlines.

Concerns

None noted.

Standard 6 - Advice and Assistance**Standard Met**

Information regarding credential programs is provided in written form, during orientation meetings and reviewed often with individual candidates. The team noted this in college publications and in interviews with faculty, staff and students. Alumni and current candidates confirm that advising is a strength of Mount St. Mary's College. The Liberal Studies program advisor meets with each liberal studies major for one half hour each semester in order to review their course of study and ensure that students are completing the program in an effective and efficient manner. Post BA candidates in both basic and advanced credential programs confirm the same commitment to individualized instruction voiced by undergraduate students. Professors are available to students when the students are on campus—in late afternoons, evenings and weekends. In addition, students were pleased with the quick response to e-mails and phone calls. Current candidates noted that support and advice is provided not only by faculty, but the support

staff in the department of education as well. Special assistance is available in a variety of ways for those who need it. Both undergraduates and graduates have access to the following resources: Learning Resource Center, Counseling & Psychology Services and the Career Planning Center. Because of the individual and frequent contact with students, Mount St. Mary's College faculty know their candidates very well and retain only those who are suited for entry or advancement in the education profession.

Strengths

The personal attention granted each and every student across all credential programs is to be commended.

Concerns

None noted.

Standard 7 - School Collaboration**Standard Met**

For each credential program, Mount St. Mary's College collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates. This is evidenced by the use of the Teacher Centers located throughout the LA basin. These school sites and personnel have been reviewed to ensure appropriate credentials, a student population that reflects the diversity of the area, and availability of technology. Teacher Centers are reviewed by program directors and field placement supervisor on a regular basis to monitor appropriateness. Those who wish to become cooperating teachers complete paperwork stating their credentials, years of experience and current assignments. This information is reviewed by site administrators and program directors; together they make selections. As there is an emphasis on program growth, faculty expressed that there will be a need to provide more centers for the placement of candidates. Current placement of candidates is recorded in the education office, documentation is sent to each program advisor and to professors. Early fieldwork provides exposure to local schools and ongoing experiences become more complex as program candidates advance toward student teaching. There is a written plan for school collaboration in the implementation of SB 2042.

Strengths

None noted.

Concerns

None noted.

Standard 8 – District Field Supervisors**Standard Met**

Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified as appropriate in each credential program. Cooperating teachers reported that they are visited personally by program directors. They are oriented on an individual basis and provided a Handbook that outlines their role, college expectations, evaluation and rewards. Cooperating teachers are paid a stipend, can take a class for free at Mount St. Mary's College and are sent letters of appreciation for their service which note these rewards.

Strengths

None noted.

Concerns

None noted.

Multiple Subject Credential Program**Findings on Standards**

After review of the institutional self-study and supporting documentation as well as completion of interviews with candidates, faculty, graduates, employers, college supervisors and supervising practitioners, the team determined that all program standards are met for the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: Multiple Subject.

Strengths

- Candidates commend faculty for their availability to mentor and advise on an as-needed basis.
- Candidates, graduates, and cooperating teachers validate the appropriateness of the program design and sequencing.
- Cooperating teachers and employers commend the program for preparing candidates who reflect professional behavior and an attitude of service and responsibility to their students and the community.
- Candidates, cooperating teachers, and site administrators praise the faculty for providing strong preparation in the areas of equity and diversity and providing candidates with strategies to assist students in accessing the core curriculum.
- Cooperating teachers and candidates strongly support the sequence of field experiences and student teaching which provides for systematic opportunities for candidates to link theory to practice.
- Candidates, cooperating teachers, graduates, and site administrators indicate the effectiveness of the faculty in providing a program that demands reflection on practice. Training candidates to be reflective practitioners was evidenced throughout the course of study.

Journal reflections, peer reviews, video critiques, class discussions, rubric-based evaluations, and cooperating-teacher and student-teacher conferencing are examples of opportunities for reflective practice.

- Candidates, cooperating teachers, and site administrators document the program's effectiveness in training candidates for effective use of strategies to develop students' literacy and reading skills. The ability to develop students' background knowledge and provide strategies for comprehending text, as well as utilizing assessment effectively to inform practice are examples of literacy instruction.
- Employers and cooperating teachers comment on the candidate's willingness to learn and their confidence in approaching new tasks to provide new opportunities for student learning.
- The team found the impact of the Center for Cultural Fluency to be an important aspect of the training of candidates for teaching in California's diverse schools. In addition, it is an important asset that provides the broader community with resources that will enhance the College's link to local area schools and practitioners in the increasingly collaborative connections between the professional preparation program and the K – 12 community.

Concerns

None noted.

Single Subject Credential Program

Findings on Standards

After review of the institutional self-study and supporting documentation as well as completion of interviews with candidates, faculty, graduates, employers, college supervisors and supervising practitioners, the team determined that all program standards are met for the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: Single Subject.

Strengths

- Candidates, employers, and supervising practitioners find candidates prepared to effectively utilize appropriate strategies for teaching students how to access information from expository text within their respective content areas.
- Candidates, supervising practitioners, and graduates were well prepared to assess student needs in the area of reading and literacy and to determine appropriate interventions to ensure equal access to the curriculum
- Candidates, cooperating teachers, and site administrators attest to candidates' effectiveness in meeting the diverse needs of students.
- Candidates, cooperating teachers, and graduates commend the faculty members for their investment in candidates, which is demonstrated by their accessibility, mentoring, and personal support throughout the entire process of professional preparation.

- Candidates and graduates comment positively on the effectiveness of faculty modeling of strategies and providing opportunities to link theory and practice.

Concerns

None noted.

Reading Study: Multiple Subject and Single Subject Programs

The mission of the School of Education at Mount Saint Mary's College is to prepare students to become transformative educators who are able to balance theory, research, and practice through coursework that is designed to promote self-reflection, critical social analysis and grounded philosophical and theoretical inquiry.

With this mission in mind, the purpose of the reading study was to determine how Mount St. Mary's College is implementing Reading Standards 7A and 7B of the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: Multiple Subject and Single Subject Credential Programs. Through the lens of SB 2042 prior to approval or implementation, focus was placed on how the institution provided systematic reading, writing and related language arts instruction to pre-service and in-service candidates seeking a preliminary credential.

Based on pertinent data gathered from the program report, additional supporting documentation, and interviews with faculty, candidates, graduates, employers, supervising practitioners, and a District Administrator, the team finds that Mount St. Mary's College has implemented the Commission's standard for Reading, Writing and Related Language Instruction in both the Multiple Subject credential program and Single Subject credential program through a high quality program of literacy development. Candidates have many opportunities to develop and deepen their understanding of concepts related to methodology, linguistics, comprehension and standards-based and assessment-driven instruction. The mentoring of caring and accessible faculty members greatly enhances the learning of literacy-based strategies and skills among candidates. The faculty models a high degree of service-orientation and inquiry-based learning that develops candidates who then teach literacy with commitment to students and a life-long learning process.

Program strengths include:

- The linguistics class entitled "Linguistics Applied to Diverse Student Populations- EDU 253 which provides candidates with a deep understanding of morphology/phonology, syntax, and language and acquisition and variation empowers them in their classroom efforts to scaffold student fluency and comprehension .
- The "Language Arts in Secondary Literacy, EDU162/262 enables candidates and graduates to develop expertise in applying comprehension strategies across the content areas and all disciplines in the secondary setting.

Education Specialist, Level I and Level II: Mild/Moderate

Findings on Standards

Considerable thought has been put into the development of the Mount St. Mary's Education Specialist program. The program narrative was well articulated with supporting documentation provided. Initial questions were answered promptly and the quality of the program revealed itself over the course of the visit. Through candidate, graduate, faculty and employer interviews, site visits, and review of institutional documents, the team has determined that Mount St. Mary's College has met all Level 1 Education Specialist Standards.

Strengths

- As noted in all the programs reviewed, advisement is one of the program's greatest strengths. In addition to the testimony of every candidate, the audit trail from initial student contact to program completion confirms this care.
- The support staff for the Graduate Education program, including the Credential Analyst are instrumental to the success of this program.
- The quality and expertise of all faculty members are evident, not only as reflected in their vitae but also through the selection of the materials for courses, syllabi, and student work products. Through this attention, faculty members model for their students the kind of planning and instructional practices they will use through the entire program. This attention to quality and expertise, in turn, is used as candidates become successful teachers and act as leaders in teaching diverse learners.
- Clear communication and collaboration among Multiple Subject, Single Subject, and Education Specialist faculty and students are evident. Candidates and faculty members identify the benefits of blended classes at the institution level. Issues about the learning needs of students with diverse needs and backgrounds are discussed and, through problem solving exercises, instructional strategies are developed.
- The Program Director has been successful in recruiting adjunct faculty members who mirror the student and community population and who are very knowledgeable in their emphasis areas. Adjunct faculty members report the same level of support from full time faculty that candidates receive.
- Capable, interested students are encouraged to seek dual certification.
- The level of preparation that is provided to Level 1 candidates is impressive. Candidates currently enrolled in Level 1 Programs are emerging as educational leaders at their school sites. They provide modeling for their colleagues and peers by using the current research based practices, and using appropriate assessment to design the instructional program. Employers, support providers and the candidates themselves provided specific examples of these activities; for example, met with general education teachers and trained them in some assessment techniques (e.g. running records) and modeled the development of units of instruction.

- One student clearly stated what other candidates expressed. “ At first I wondered why I had to do so much work, read so many articles and complete so many projects and lesson plans. But then I realized I was the one at the site who knew how to assess and plan units to reach all the students”.

Concerns

None noted.

Education Specialist Credential Program Professional Level II – Mild/ Moderate

Findings of Standards

The Mount St. Mary's Level II program was approved in 2000 and the first candidates are completing the program. The Program Directors for Mount St. Mary's College and Loyola Marymount University worked with their respective institutional administrations to develop the Level II Program. This collaborative effort provides candidates from both institutions with a stronger and more comprehensive program than each institution could provide individually. The two institutions continue to work together on a frequent and consistent basis to simplify and improve the administration of the program. This approach provides additional resources for both programs. Through candidate, graduate, faculty and employer interviews, site visits, and review of institutional documents, the team has determined that Mount St. Mary's College has met all Level II Education Specialist Program Standards are met.

Through interviews the candidates reported that the program was a very positive experience and that it allowed them to interact with a greater number of peers who expanded their knowledge base in the courses of study. Each candidate prepares a Professional Educator Portfolio that is designed to demonstrate competencies on each of the CCTC standards. A completed portfolio was included in the documents.

Strengths

Many of the strengths noted in Level I Program strengths are applicable to the Level II Program.

- Level II candidates are assuming leadership roles at the site and district levels as reported by their employers.
- The faculty members for this program have an understanding of the “next steps” in their pursuit of excellence. The faculty members who teach Level I and Level II courses discussed strengths, weaknesses and “glitches” in the programs. They have established a process of communication and collaboration to continue to strengthen the programs. The glitches were primarily those related to the development and implementation of new programs and common to a number of institutions.

Concerns

None noted.

Preliminary Administrative Services Credential Program

Findings on Standards

After the review of the institutional self-study report and supporting documentation and the completion of interviews with candidates, graduates, faculty, employers, advisory committee members and the field supervisor, the team has determined that all program standards are met for the Preliminary Administrative Services Credential.

The preliminary administrative services credential program at Mt. St. Mary's College, while small with 16 students, is vibrant and, according to reports from the field, effectively prepares candidates for entry level service in the urban schools. The majority of the students are from the Los Angeles Unified School District with some students coming from urban Catholic schools in the area. Students typically complete their work in 18 months. The program shows evidence of addressing each of the CCTC standards for the Preliminary Administrative Services Credential Program. There is a strong emphasis on bridging theory with practice with the courses in the program being taught by practitioners in the field. Students document their practical experience through a field services portfolio completed as part of a 110 hour field experience component and addressed in two courses. The field service component is aligned with the CCTC Preliminary Administrative Services Credential standards. Students also complete an exit examination based upon in-basket exercises reflective of tasks they are likely to encounter in the schools.

Strengths

The Preliminary Administrative Services Credential Program at Mt. St. Mary's College has many strengths. Chief among them is the commitment of faculty to students. Students overwhelmingly report that they can reach faculty members easily and that they respond quickly to their concerns. Faculty and staff are to be commended for their dedication to student concerns, both while students are enrolled and after they leave the program. Students also cite that they like the small classes and the schedule that accommodates working adults. In addition, students relate that the professors are all working practitioners and that course content is current. Many of the course syllabi directly refer to the CCTC Preliminary Administrative Services Credential standards which are included in them. The program is primarily directed toward meeting the needs of urban administrators and the student body in the program reflects the diversity of the area the Mt. St. Mary's Preliminary Administrative Services Credential Program primarily serves.

Concerns

None noted.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Common Standards

Although no education department request for funding for professional development has been denied, the Provost and department chair may want to consider a line item in the education department dedicated to representation state professional meetings such as California Council on Teacher Education, California Association of Professors of Ed Admin, California Professors of Special education and other similar organizations which are important events, but not professional development for individual faculty members.

The Team recommends that the institution consider whether credential programs would be strengthened if they were directed and coordinated by individuals in tenure track positions instead of by individuals in non-tenure track positions.

Multiple Subject Credential Programs

The team would suggest that the course title for the proposed ED 170A/270A course, Introduction to Special Needs Students, be changed to reflect all course elements.

While there is a strong informal communication network among faculty members in the program, it is recommended that there be more formalized communication about program issues through more adjunct faculty meetings.

Single Subject Credential Programs

To address the implementation of technology in aiding instruction in specific content areas, the College faculty and content area practitioners might want to highlight specific computer applications relevant to specific content area modules.

As the College transitions from the old to the new standards, which require more emphasis on specific content area curriculum and instruction, it might be advisable to establish an assessment plan to review the effectiveness of the instruction provided by content area coaches and the resulting benefit to candidates' implementation of strategies in their respective credential areas.

The team recognized many collaborative K-12 partnerships between the institution and local education agencies. The institution, however, may wish to develop more formalized agreements with local school districts while transitioning to the new SB 2042 Standards of Program Quality and Effectiveness.

Preliminary Administrative Services Credential Program

Currently technology is infused into the courses as student requirements to give power point presentations and to do Internet searches. A number of students and the advisory council recommend that there be more formal opportunities to assist students not proficient in technology and that specific administrative applications of technology, such as scheduling and use in budgeting, be introduced as required content in specific courses.

While there is a strong informal communication network among faculty members in the program, it is recommended that there be more formalized communication about program issues through more adjunct faculty meetings.

While the smallness of the program is cited as a strength by the program students, it is also an area of concern. The current program director is a full-time practicing administrator at a local high school in addition to Mt. St. Mary's duties. The program director has resigned from the Mt. St. Mary's position effective upon this year's commencement. Mount St. Mary's College has acknowledged this is a concern. The strategic plan for Mt. St. Mary's indicates that support for enlarging the program exists and the College is encouraged to select a faculty member with a primary responsibility for future coordination of the program and enlarging the program's urban base.